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**IMPROVING THE STUDENTS VERB MASTERY USING SENSE- BASED
APPROACH**

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IMPROVING THE STUDENTS' VERB MASTERY USING SENSE-BASED APPROACH; AN EXPERIMENTAL STUDY AT SMP NEGERI I SALOMEKKO BONE

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Abstract

. This research attempted to find out the improvement of the students achievement on verb meaning, pronunciation and spelling by using Sense-Based Approach. The sample of this study was the eight grade students of SMP Negeri I Salomekko having lack of vocabulary, especially verb. This research was Experimental Research using Quasi Experiment. In collecting the data, the researcher used pre -test and post- test design. The researcher analyzed the data by finding out the gain score, mean score and deviation standard and applying the t-value test to prove the hypothesis. Based on the hypothesis the researcher would like to offer an alternative approach to improve the students' verb mastery. This approach is called Sense-Based Approach was originally developed as a training technique.

Key Words: Verb mastery, Sense-Based Approach.

Introduction

Vocabulary is central to English language teaching because without sufficient vocabularies students can not understand others or express their own ideas. (Stano & Urguhant, 2008) states "If you have a limited vocabulary, you will also have a limited vision and limited future. Further, (Stahl, 2006) expressed "Vocabularies are the tools we use to access our background knowledge, express ideas, new concepts. The words children know will determine how well they can comprehend the text." ...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It indicates that even without grammar, with some useful words we can often manage to communicate. The students will be able to speak and communicate with others when they have more vocabularies, eventhough their speaking is not grammatically at all. (Lewis, n.d.) went further to argue, lexis is the core or heart of language. Specifically as students develop greater fluency and expression in

English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Having good vocabulary will lead us communicate well. Unfortunately, in the learning activities show everytime , students of SMP Negeri I Salomekko still faced a big problem with their vocabulary eventhough they had studied simple words or things surrounding, which is intentioned to understand English contextually. They still have a very poor result in the learning process as well as in the final examination. The result of the test given was under the rating scale. Most of the students just got 50 to 60 score, while the minimum standard criteria that they want to achieve is 70.

Based on this pre research of the students' learning activity everyday showed that the difficulty of their learning English coming from their vocabulary mastery. It is shown from the statement of majority students who said that English was a difficult lesson. In addition, the researcher found several problems about students vocabulary mastery such as difficulty in understanding the meaning of the words, difficulties in pronouncing words correctly and fluently, the students could not spell the words correctly and the students could not use and read the references well, and even they could not differentiate the forms of words. From these results, the researcher found some indicators dealing with the low level of the students' vocabulary, especially the verb mastery. The indicators are: 1). The students had difficulty in understanding the meaning and remember the new words, even the words have been introduced in the previous meeting, later in the next meeting they will absolutely not remember them at all, 2). The students were not able to pronounce in English well, they sometimes pronounced with the same way with its writing, 3). The students were not able to spell words correctly, they wrote down the words as they listened.

There are several definitions about vocabulary proposed by some experts. According to Meriem Webster that for many people vocabulary is primarily associated with the number of words that a person knows; one either has a large or small vocabulary. But the word has many shades of meaning and is nicely representative of the nuanced multi-hued nature of so much of the English lexicon. She said that vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity ("the vocabulary of science"). It may designate a physical object, such as book, in which a collection of (usually alphabetized) words is

defined or explained. It may name things other than words, such as “(“marine alphabet flag signals), and a set of expressive forms used in an art”(as in “the vocabulary of dance).

Vocabulary defines as all about words- the words in a language or a special set of words you are trying to learn. A vocabulary is a set of familiar words within a person’s language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is also defined as all the words known and used by a particular person. (Wikipedia.com)

Another definition offered by Nation,(2001) that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at.

Henriksen, (1996) states that vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase.

Vocabulary is the body of words where the English itself has four major classes of words, they are nouns, verbs adjective and adverbs. The most common way to classify words is by their parts of speech. Words are classified based on eight parts of speech; noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.(Oxford Dictionary)

(Lewis, n.d.) argued that verbs in many European language posses a form referred to as the base form. He said that it is the stem to which various endings are added to indicate , for example, different tenses or persons. Verb is one of word parts that always use in human speaking. Almost people’ utterances are dominated by verbs. Verbs are action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can’t be properly conveyed, and even the simplest sentences, such as Maria *sings*, have one. Actually, a verb can be a sentence by itself, with the subject, in most case you, implied, such as *sing* and *drive*. When learning the rules of grammar, school children are often taught that verbs are ‘ doing words, meaning they signify the part of the sentence which explain the action taking place.

From the aforementioned definitionion, it can be concluded that verb as a part of vocabulary is really significant for students to be mastered to build a sentence as a basic way

to communicate. Furthermore, several studies have been conducted on the field of Sense-Based Approach applied in EFL/ESL classroom had been done by some researchers. For example;

A.Stuffers (2016) in her study which focused on Impact of using multisensory to learning and community. Her research looked at how multisensory approach affected the students motivation of second grade, which was typically low motivation. She further said multisensory approach could be a useful method to improve the students' motivation and more focuses on learning materials.

Another research about multisensory approach was also carried by Alwaqassi (2017) in her study which emphasized the use of multisensory for helping the students with disabilities to be more confident and for improving their academic performance.

In addition, the other research taking sense-based approach as its primary issue was also undertaken by Jubran (2011). In this research, she also introduced the result of using the students multisensory in learning were better than before. She said that using this technique will help and favor the learning process because the students' brain work better when their neurons are interconnected.

Hanafi & Yasin (2017) in their study of the application of the students' multisensory in learning alphabets. They said that multisensory method is effective and appropriate to be applied in relation to children with special needs due to their learning abilities in terms of alphabets identification. This study showed that using multisensory or sense-based approach is really important and helpful for the students to be more engaged and involved in learning process.

Methodology

This research is an experimental study using pre-test and post-test design . It is aimed at finding the improvement of the students' achievement in mastering verb meaning, pronunciation and spelling of the eight grade students. There are thirty students for each group; experimental group and control group.

The researcher used pre-test to know the students preliminary ability in verb meaning, pronunciation and spelling, give the students treatment and post-test to find out the improvement of their achievement. Furthermore, the researcher analyzed the data using

formula; find out the gain score, mean score, deviation standard and t-value test to prove the hypothesis.(Gay, 2018).

Result and Discussion

The study revealed that there was not any significant difference ability between experimental class and control class before applying the treatment using sense-based approach. It was shown by the result of the students' mean score of the three kind of test, (meaning test, pronunciation test and spelling test). On the contrary, there was a very significant improvement achievement for experimental class found in the post-test. The result of pre-test and post-test can be shown from the following tables.

Table. 8

a. The students' mean score and deviation standard in meaning test.

No	Meaning	Pre-test		Post-test	
		Mean	Sd	Mean	Sd
1.	Experimental Class	67	8.70	82.17	11.87
2.	Control Class	63.83	6.43	78.83	5.45

Table.9.

b. The students' mean score and deviation standard of pronunciation test.

No	Pronunciation	Pre-test		Post-test	
		Mean	Sd	Mean	Sd
1.	Experimental Class	65.40	9.02	81.83	8.45
2.	Control Class	68.10	10.91	71.80	6.17

Table.10

c. The students' mean score and deviation standard in spelling test.

No	Spelling	Pre-test		Post-test	
		Mean	Sd	Mean	Sd
1.	Experimental Class	57.13	10.13	69.87	3.56
2.	Control Class	54.40	16.44	66.67	4.46

It can be seen from the three kinds of tests above (meaning test, pronunciation test and spelling test) in pre-test can be inferred that there was not any significant difference between the experimental and control class, the mean score is lower than the school minimum standard criteria. The study resulting in mean score lower than school minimum standard criteria implied that a majority of the students were lack of mastering verb meaning, verb pronunciation and verb spelling, as most students had difficulties in understanding the meaning, how to produce good and fluent pronunciation and how to spell the words correctly. In contrary, the result of the post-test showed that there was a very significant difference ability between the experimental and control class after applying the treatment. The mean score is higher than the minimum standard criteria, this implied that sense-based approach is useful for improving the students' verb mastery in meaning, pronunciation and spelling.

This progressive improvement was strengthen by the result of the students' t-test value of pre-test and post-test, in which all the result of the t-test post-test score was higher than the t-table score, it means that the null hypothesis is rejected. It implied us that the use of sense-based approach can improve the students' verb mastery in meaning, pronunciation and spelling. The students' t-test result can be seen from the following tables

Table.11

4. The students' t-test of pre-test and post-test

No	Kind of test	t-test of pre-test	t-test post-test
1.	Meaning test	1.1007	3.2732
2.	Pronunciation test	-0.9854	4.7311
3.	Spelling test	0.7109	2.7586

This approach has some strength or positive effect to the students, whether for students' internal psychology improvement and for their academic performance. This approach trained the students to be more active, more confident, more enthusiastic, more enjoy and more engaged in the learning process.

This fact is supported by Bryan Nielson (2017) who examined the effectiveness of multisensory teaching for students, he said that when multiple senses stimulate at the same time, the information coming in is connected to other senses that make the information will be easier to receive. This statement also supported by Peachey who stated that using the students sensory aids can improve their ability to understand the meaning rather than just to explain or looking for the dictionary. Allen (2006), further, added that using the students' visual aids can help the students to interpret the meaning. He explained that when students are able to do a command, it means that they are understand the meaning well. Understanding, hearing and seeing a word are only the first step to word knowing it. According to Odisho (2007) who believed that the traditional assumption that the ideal and exclusive sensory modality of teaching pronunciation is only the auditory modality is no longer acceptable because a holistic view of speech-in production, transmission and perception-manifest itself not only via the auditory sensory modality, but also equally significantly via the visual and tactile-kinaesthetic sensory modality. The students can be able to identify the sound by using their visual sensory and their auditory sensory at the same time. Richland (2018) in as spelling side said that multisensory teaching method is the most effective way for the students to learn especially for children with difficulties in learning to spell. He described that reading and writing are neurhological functions. It means that when someone learn to read or write authomatically will use their eyes, ears, mouth and hand movement to be integrated in terms of the development of literacy skills. It can be concluded that using students' senses

integratedly in learning are really helpful for them to get the better result of their learning materials.

Conclusions

To improve the students' verb mastery is really significant, especially for EFL students. Mastering verb as a part of vocabulary is really important because it is the core component and it is the brain of the vocabulary. Verb is one of word parts that always use in human speaking. It is the the root for building sentences as a basic way to communicate. Therefore, mastering verb concerning to meaning, pronunciation and spelling is really urgent for students to communicate. The vocabulary knowledge also influences someone's skill, when students learn a language, for example reading skill, the mastery of vocabulary can support them speaking when they are communicating to people.

Unfortunately, many students with vocabulary problems. They have poor vocabularies, they don't know and understand the meaning of the words, they are not able to pronounce and spell the words. These problems were faced because of many factors, they can be from the teachers, for instance their preparation for teaching, the facilities support and the techniques or strategies they used, or even from the students' it self such as, they are lack of motivation, interest and feel bored with condition on the learning process, etc.

The use of Sense-Based Approach in learning process can optimally improve the students':

1. verb mastery in meaning,
2. verb mastery in pronunciation, and
3. verb mastery in spelling

The achievement of the Experimental class is significantly increased after having conducted the research using Sense-Based Approach. This because of using Sense-Based Approach in learning process encourage and motivate the students to be more active in learning process. The materials will be easier to catch and understand, because they learn by playing. Further, the students can be more confident in expressing their ideas, they more enjoy in following the learning process and the class looks more alive than before.

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